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ABSTRACT

This document outlines six learning outcomes for social studies students in grades PreK-8 in Maryland schools: (1) "Social Studies Skills" (students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources); (2) "History" (students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world); (3) "Geography" (students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time); (4) "Economics" (students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world); (5) "Political Systems" (students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens); and (6) "Peoples of the Nations and the World" (students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and historical perspective.) (BT)

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Maryland State Department of
EDUCATION

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Maryland School Performance Assessment Program
for
Social Studies

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Maryland Learning Outcomes
Maryland School Performance Assessment Program
Social Studies

1. Social Studies Skills – Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

Grades PreK-3	Grades 4-5	Grades 6-8
In the context of home, school, and community students are able to:	In the context of Maryland up to contemporary times and United States history through 1790, students are able to do everything required at earlier grades and are able to:	In the context of United States history through 1877, world history through the Middle Ages, and in contemporary world geography, students are able to do everything required at earlier grades and are able to:
1. Apply the concept of time by placing key events in chronological order. 2. Interpret and apply information specific to social studies disciplines by reading, asking questions, and observing. 3. Interpret and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines. 4. Identify the causes and effects of events. 5. Identify situations and processes for making decisions. 6. Read and interpret problems from social studies content. 7. Summarize the main points of an issue explaining different viewpoints. 8. Provide examples of social institutions and the media that have an impact on individuals.	1. Apply the concept of change over time by organizing turning point events in chronological order. 2. Apply and organize information specific to social studies disciplines by reading, asking questions, and observing. 3. Interpret and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. 4. Identify and analyze the causes and effects of historic events. 5. Make decisions and analyze decisions of individuals, groups, and institutions. 6. Analyze problems drawn from social studies, identify resources, prepare solutions, and provide justification.	1. Construct various timelines of key events, people, and periods of historical eras studied and explain how major events are related to each other. 2. Evaluate and organize information specific to social studies disciplines by reading, asking question, investigating, or observing. 3. Interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. 4. Identify and distinguish cause and effect and sequence and correlation in historic events. 5. Make decisions and analyze decisions of individuals, groups, and institutions in other times and places and evaluate the consequences.

	7. Analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence. 8. Analyze the impact of social institutions and the media on the behavior of individuals and groups.	6. Analyze problems drawn from social studies, evaluate information related to the problem, and propose and justify solutions. 7. Analyze issues by stating and summarizing the issue, evaluating different viewpoints, and drawing conclusions based on data. 8. Explain why historic interpretations vary. 9. Evaluate the impact of social institutions and the print media on the behavior of individuals and groups.

Maryland Learning Outcomes Maryland School Performance Assessment Program Social Studies		
2. History – Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world.		
Grades PreK-3	**Grades 4-5**	**Grades 6-8**
In the context of home, school, and community students are able to:	In the context of Maryland up to contemporary times and United States history through 1790, students are able to do everything required at earlier grades and are able to:	In the context of United States history through 1877, students are able to do everything required at earlier grades and are able to:
	1. Analyze social, economic, and political characteristics of societies native to North America. 2. Analyze the social and religious composition of early settlers, their motives for migration, and difficulties they encountered, with particular attention to the early settlements of Maryland. 3. Describe how colonies were established and governed including the early democratic ideas and practices that emerged. 4. Compare daily life in the New England, Mid-Atlantic, and Southern colonies, including the various ethnic and cultural perspectives. 5. Evaluate critical political, social, and economic issues and events that led to the American Revolution. 6. Describe people and events associated with the drafting and signing of the Declaration of Independence and the document's main principles and significance.	1. Summarize the impact of the American Revolution on politics, the economy, and society. 2. Analyze the purposes and debates of the Constitutional Convention, and the ratification of the United States Constitution. 3. Analyze the United States' relations with Native Americans, including treaty relations, land acquisition, and the policy of Indian removal. 4. Analyze changes of land and water transportation, including a network of roads, canals and railroads, and their impact on the economy and settlement patterns. 5. Describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism. 6. Explain how events between 1850 and 1861 escalated the tensions between the North and South, and led to secession of several states and finally to war.

	7. Analyze views, lives, and contributions of significant people of the Revolutionary period. 8. Describe historical developments that led to the writing of the United States Constitution and Bill of Rights.	7. Analyze key events and turning points of the Civil War and compare and contrast the goals, resources, and strategies of the North and South, including the geographical advantages and obstacles, and military leadership. 8. Analyze competing goals of Reconstruction and the effects on the political, economic, and social structure of different regions. **In the context of world history through the Middle Ages students are able to:** 9. Explain why towns and cities emerged from human settlement. 10. Analyze the cultural development of Mesopotamia, Egypt, Indus River Valley, Northern China and Nubia/Kush. 11. Evaluate achievements and limitations of political and social institutions that developed in Athens and Sparta. 12. Explain causes and consequences of the unification of the Mediterranean basin under Roman rule. 13. Analyze how China became unified under the early imperial dynasties and the significance of the trans-Eurasian "silk road." 14. Analyze the development of feudalism as a social, economic, and political system. 15. Summarize the importance of the political, economic, and social life of Mali and other African empires. 16. Compare the development of complex civilizations in the Americas, including the Incas, Mayans, and Aztecs.

Maryland Learning Outcomes Maryland School Performance Assessment Program Social Studies		
3. Geography – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.		
Grades PreK- 3	**Grades 4-5**	**Grades 6-8**
In the context of home, school, and community, students are able to:	In the context of Maryland up to contemporary times and in the context of United States history through 1790, students can do everything required at earlier grades and are able to:	In the context of United States history through 1877, world history through the Middle Ages, and in contemporary world geography, students can do everything required at earlier grades and are able to:
1. Construct and interpret maps to locate and describe places using relative distance, map elements including a title, simple grid systems, cardinal directions, compass rose, border, legend/key, author and date. 2. Describe and classify physical and human-made features of places and regions. 3. Explain why some locations are better than others for specific human activities. 4. Identify a region as an area with one or more common geographic characteristics. 5. Identify geographic characteristics that affect where people settle. 6. Describe how transportation and communication networks link communities. 7. Identify ways people adapt to and modify the natural environment to satisfy their wants. 8. Identify environmental concerns of the community.	1. Construct and interpret maps using map elements including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, legend/key, author, date and scale. 2. Identify and locate physical and human characteristics of places and explain how those characteristics have affected people living there. 3. Describe the relationship between physical characteristics of a place and the location of human activities. 4. Describe similarities and differences of regions in Maryland and the United States and describe how the regions have changed over time. 5. Explain the impact of geographic characteristics on the settlement, growth, and prosperity of places in Maryland and the United States. 6. Describe causes and consequences of migration to and within	1. Construct and interpret graphs, charts, databases, thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legend/key, scale. 2. Explain interrelationships among physical and human characteristics that shape the identity of places. 3. Analyze geographic characteristics that influence the location of human activities in world regions. 4. Compare and contrast regions and places on a global basis and describe their interrelationships. 5. Analyze population growth and settlement patterns. 6. Describe how and why people migrate and analyze consequences of the migration. 7. Analyze the influence of transportation and communication on the movement

	Maryland and the United States. 7. Explain how people in Maryland and the United States are linked by transportation and communication. 8. Identify ways and reasons why people adapt to and modify the natural environment with technology, and analyze consequences of the modifications.	of people, goods, and ideas from place to place. 8. Evaluate ways and reasons why humans modify their natural environment to meet their wants and the consequences of the modifications.

Maryland Learning Outcomes Maryland School Performance Assessment Program Social Studies		
4. Economics – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.		
Grades PreK-3	**Grades 4-5**	**Grades 6-8**
In the context of home, school, and community students are able to:	In the study of Maryland up to contemporary times and United States history through 1790, students are able to do everything required at earlier grades and are able to:	In the context of Untied States history through 1877, world history through the Middle Ages, and in contemporary world geography students are able to do everything required at earlier grades and are able to:
1. Identify economic wants for goods and services and explain how limited natural, capital, and human resources require people to make choices. 2. Identify the opportunity costs of economic decisions made about goods and services. 3. Identify and classify economic resources (natural, capital, and human) in the production process. 4. Identify improvements in technology (factories, machinery, transportation, communication) over time. 5. Give examples of community services provided by government. 6. Give examples of specialized work that people do in a community.	1. Explain how limited resources and unlimited economic wants cause people to choose certain goods and services and give up others. 2. Explain how the opportunity costs of economic decisions are a result of limited resources and unlimited economic wants. 3. Explain how producers combine resources to provide goods and services to satisfy economic wants. 4. Explain supply and demand and how they interact to determine the price for a resource, good, or service. 5. Explain the impact of technological change (factories, machinery, transportation, communication, new technology) on Maryland's economy. 6. Explain how taxes finance government operations and provide public goods and services. 7. Explain how specialized work results in interdependence, trade, and economic growth.	1. Analyze how people and institutions experience scarcity and must make choices. 2. Analyze opportunity costs and trade-offs in business, government, and personal decision-making. 3. Analyze the relationship between the availability of natural, capital, and human resources, and the production of goods and services now and in the past. 4. Analyze effects of supply and demand on the production, consumption, and distribution of goods and services. 5. Analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resource use in promoting economic growth. 6. Describe the types and origins of income and sales taxes in the United States. 7. Analyze the role of opportunity cost as it relates to specialization, interdependence, and the need for trade using regional case studies.

Maryland Learning Outcomes Maryland School Performance Assessment Program Social Studies		
5. Political Systems – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens.		
Grades PreK-3	**Grade 4-5**	**Grade 6-8**
In the context of home, school, and community students are able to:	In the context of Maryland up to contemporary times and United States history through 1790, students are able to do everything required at earlier grades and are able to:	In the context of United States history through 1877, world history through the Middle Ages, and in contemporary world geography students are able to do everything required at earlier grades and are able to:
1. Describe why people create rules to maintain order and protect themselves. 2. Identify and explain the principles of the United States government expressed in stories, symbols, poems, songs, and landmarks. 3. Interpret fiction and non-fiction passages about people, places, and events related to the American political system. 4. Describe the rights and responsibilities of being a member of the school and the community, including respect for rules by which we live. 5. Explain the importance of individual and group participation in school and community improvement.	1. Give examples of how the rule of law has impacted the rights and responsibilities of people. 2. Explain the meaning and importance of the democratic values and principles fundamental to government in the United States. 3. Explain the meaning of songs, poems, and stories that express American ideals and the context within which they were created. 4. Describe the three branches of government and their individual powers and responsibilities at the state and national level. 5. Describe ways people can participate in the political process, including voting, petitioning elected officials, and volunteering. 6. Explain the rights and responsibilities of being a citizen of the United States. 7. Explain the importance of civic participation as a citizen of Maryland and the United States.	1. Analyze the relationships among maintaining order under the rule of law, protecting individual rights, and providing for the common good. 2. Explain the significance of the Magna Carta and the Mayflower Compact to the underlying principles of the United States Constitution. 3. Explain the rights of individuals as expressed in the Declaration of Independence, United States Constitution, and the Bill of Rights. 4. Describe how the United States Constitution provides for separation of powers and checks and balances. 5. Explain how the United States Constitution grants and distributes powers to the national and state governments. 6. Analyze the influence of the media on political life in the United States including recognizing bias in reporting. 7. Explain how various groups provide opportunities for citizens to participate in the political process and ways in which individuals and groups can advance or impede political decisions.

Maryland Learning Outcomes Maryland School Performance Assessment Program Social Studies		
6. Peoples of the Nations and the World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and historical perspective.		
Grades PreK-3	**Grades 4-5**	**Grades 6-8**
In the context of home, school, and community students are able to:	In the context of Maryland up to contemporary times and United States history through 1790, students are able to do everything required at earlier grades and are able to:	In the context of United States history through 1877, world history through the Middle Ages, and in contemporary world geography, students are able to do everything required at earlier grades and are able to:
1. Compare cultures around the world. 2. Explain how conflicts result due to the lack of showing respect to others. 3. Describe how peoples develop cultures through their interaction with others. 4. Identify how individuals have contributed to the development of community.	1. Describe and compare the cultural characteristics of different groups of people. 2. Analyze how conflicts affect relationships among individuals and groups. 3. Analyze ways in which diverse groups of people adapt to the environment and modify culture over time. 4. Describe how individuals and groups have contributed to the development of cultures. 5. Describe interactions, contributions, and results of the migration of various peoples and cultures.	1. Analyze characteristics that are used to organize people into cultures. 2. Analyze how the United States developed into a pluralistic society consisting of diverse cultures, customs, and traditions. 3. Analyze situations that illustrate conflicts between conscience and respect for authority. 4. Analyze how the environment and cultural diffusion influence the development of the United States and other cultures. 5. Describe how equality of opportunity enables individuals and groups to contribute to culture.

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